

LESSON PLAN

Unit: A Hero's Word

Subject: English

Teacher's name:

Class: V

CURRICULAR GOALS

Reading

CG2: C-2.1 Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts

CG2: C-2.2 Understands main ideas and draws essential conclusions from the material read

Vocabulary

CG4: C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts

CG4: C-4.2 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas

Grammar

CG3: C-3.4 Uses appropriate grammar and structure in their writing

Writing

CG3: C-3.1 Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs

Lesson Objectives (LO)

1. Analyse Regulus' key character traits.
2. Justify the importance of keeping one's word, even when it is difficult.
3. Evaluate how bravery and sacrifice contributed to Rome's greatness.
4. Apply Regulus' moral lessons to your own life.
5. Interpret and enhance understanding of vocabulary and complex phrases.
6. Use apostrophes to show possession in both singular and plural nouns.
7. Use apostrophes for contractions.
8. Recognise how suffixes *less* changes the meaning of the word, and use them in sentences.
9. Discuss qualities of a hero.
10. Listen for a gist.
11. Write an alternate ending to the narrative.

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication, Collaboration

Integrated Learning

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Textbook
- Smartbook
(<https://teachers.orientblackswandigital.com>)

CG3: C-3.2 Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text

CG3: C-3.4 Uses appropriate grammar and structure in their writing

Scope

- Warm Up (pre-reading)
- Reading
- Post-reading
- Embedded questions
- HOTS (Higher Order Thinking Skills)
- Interactive activities; PPT; Animation
- Assessments (AFL; AAL; AOL)



Rationale / Purpose

Sessions 1–4

Warm Up (Pre-reading)



Encourage pair discussion and guide pairs, if required. Ensure complete student participation in answering these questions. Let some pairs volunteer to share their points with the class.



This activity sets the tone for the narrative.

(**21C:** Collaboration; Integrated Learning, Social Emotional Learning; Geography, Multiple Intelligence, Intrapersonal)



Play the Presentation on the teacher's portal

Reading

Teaching Strategies: Inference, Deduction (AAL), Discussion (AOL)

LO: 1–5

Language-development

Higher-Order-Thinking

Prediction: Write the title on the board and ask students: *What do you think the story is about?* Note the points on the board.



Let students listen to the audio track. / read the text in parts.



Language – development (Vocabulary) – to be discussed during the course of the reading section

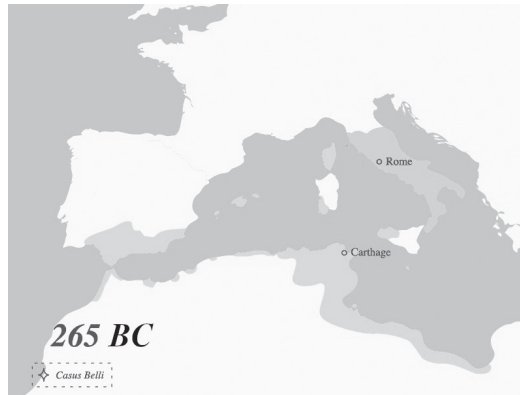
Whole-class discussion

Discuss the underlined phrases in context:

- For a long time, it was hard to tell which would prove the stronger. *What does the phrase mean in the context of deciding which side was stronger?* (difficult to know, guess)
- First the Romans would gain a battle, and then the men of Carthage would gain a battle... *How does the phrase 'gain a battle' show what happened during the war?* (win a battle or achieve victory in a conflict)
- ... were very happy, for they thought that now they would not be parted again. *Why is the idea of being 'parted' important to understand their feelings?* (Their happiness centered on their strong belief that they would not have to separate or be away from each other anymore.)

Embedded question 1. *Based on the description, can you identify where Carthage used to be on a map?*

(Ans: Carthage was in the north coast of Africa, in present day Tunisia.)



 The question focuses on History and Geography Integrated learning. It assesses students' awareness of where a specific place is located. (Integrated Learning, Geography)

Embedded question 2. *Does being brave mean being physically courageous?*

(Ans: Free response. Sample answer: Someone can be brave mentally and emotionally as well, it is not just a physical trait.)

 Students attempt to understand the meaning from the context. (21C: Critical Thinking)

Embedded question 3. *Explain the phrase 'lost the battle but won the war' using Regulus' experience.*

(Ans: Even though Regulus had lost a battle, he knew that Rome was winning on the whole. The phrase means that even though you lost a part of the conflict, you won in the larger picture.)

 This question helps to develop vocabulary. (Multiple Intelligence, Linguistic)



Deduction: *Why do you think the people of Carthage wanted to make peace with Rome?*

Embedded question 4. *Were the rulers of Carthage asking Regulus to lie?*

(Ans: The rulers of Carthage were trying to use Regulus to convince the Romans that they would lose the war, and that making peace is their best option.)

 Students learn to think critically as they analyse the situation. (21C: Critical Thinking)

Discuss

Why do you think the rulers of Carthage wanted Regulus to speak to the Roman rulers for them instead of sending a message themselves? (Because he was a respected Roman leader, and the Romans might listen to him more than to messengers from Carthage)



Inference: *How do you think Regulus felt when the rulers of Carthage offered to set him free? Why?*

Embedded question 5. *Did Regulus do as he promised to the rulers of Carthage?*

(Ans: Regulus only did part of what the rulers of Carthage asked him to do. He cleverly promised only that he would come back to prison if the Romans did not end the war.)

 The question helps to analyse the character of Regulus and helps to identify the excellent quality he possesses. (21C: Critical Thinking)

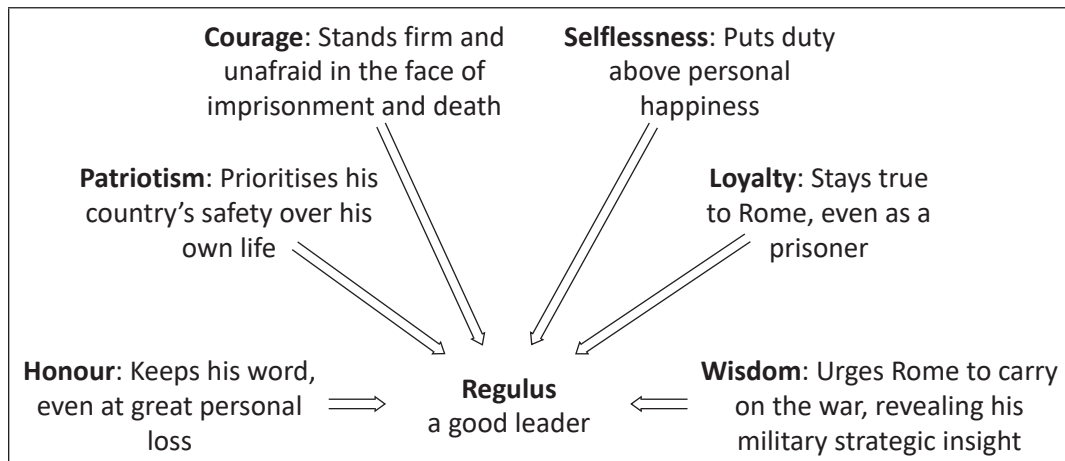
If Regulus agreed to do as the Carthage rulers said, what do you think would happen? How might that affect the war?

 **Inference:** *Why do you think Regulus “never broke his word”? How does that quality make someone a good leader?* (Honest and loyal — people could trust him and follow his example)

Why do you think Regulus said, ‘The rest will be taken care of’? What does this show about his trust or confidence in the future? (This shows that Regulus believed his country and family would be safe, and others would continue his work. He trusted that good things would happen when he did the right thing.)

Discuss

 **Character Traits:** *Why is Regulus regarded as a hero?* (21C: Critical Thinking)



Taking it further (HOTS)

- *Do you think wars solve problems or create more problems? Why?* (Wars often lead to sadness, loss, and destruction, creating even more problems. On the other hand, talking and making peace can be a better way to solve problems.)
- *What lesson can we learn from the way Carthage rulers tried to make peace through Regulus?* (Sometimes people try to solve problems by using others, but honesty and fairness are the best ways to make peace.)
- *If you could change one thing about this situation, what would it be and why?* (Probably make the two sides talk directly and make peace, so there would be no need for war or prisoners.)

- *Why do you think Regulus told the Roman rulers not to make peace, even though he had been asked to by the rulers of Carthage?*
- *What does Regulus's choice teach us about responsibility and keeping promises, even when it is hard? (Keep our word and do what is right, even if difficult or painful, as it makes us truly honourable)*



Check how close their predictions were to the content of the narrative. This will help build up interest in the narrative and encourage them to read more.

Post-reading

A Recap by playing the animation.

Whole-class discussion

Why do you think Regulus is remembered as a great leader, even though he lost battles and died in prison? (He showed honesty, loyalty, and courage, which are more important than winning every battle. He kept his promises, and thought of his country before himself.)

How do you think the actions of one person, like Regulus, can inspire an entire country or community? (When one person shows honesty and bravery, others learn to be strong and honest too. This can help a country or community become united and powerful.)

Sessions 5–6

Comprehension

Discuss the answers to the questions.

Encourage students to

- recollect the events in the narrative.
- put themselves in the position of a Roman leader, considering the personal feelings of Regulus and the needs of Rome. Prompt them to think about what advice would balance compassion for Regulus's family with the importance of Roman honour and trustworthiness.
- analyse Regulus's actions as to whether he blindly followed orders, or he made a conscious, moral choice. Let them identify parts of the text to support the answer.

Sessions 7–8

Grammar: apostrophe—plural possessives; contractions

Interactive activity

LO: 6–7

Plural possessives

Apostrophes are used to indicate possession in the following ways:

- If the noun does not end in -s (in most cases this means it is singular), add -'s.
The girl's pencil is on the table.
- If the noun is plural and ends in -s, add only an apostrophe.
His sons' school is near the park.
- If the noun is plural and does not end in -s, add -'s.
The children's song received a lot of cheering.

Activity

Preparation: Individual strips of paper with each of these sentences on them. Provide one set of the individual sentences for each group. One set of smileys (happy and sad for each group)

Procedure: Divide students into groups and give each group their set of sentences and a pair of smileys.

Students stick the correct sentence with the happy smiley and the wrong sentence with the sad one.



1. The ship's captain is in England.	9. The babys crib is colourful.
2. The pen's are on the table.	10. The students exam was easy.
3. I need some book's.	11. The teachers table was missing.
4. The doctor's patient is waiting.	12. The buses's wheel needs to be replaced.
5. Mr. Jones' shop is near the market.	13. The men's tournament was good.
6. The car's engine is not working.	14. Ram's handwriting is neat.
7. The childrens toys are in the box.	15. James' luggage is heavy.
8. The mans beard is long.	16. The ladies' cricket club opens in July.

Answers

Correct: 1, 4, 5, 6, 13, 14, 15, 16

Incorrect: 2, 3, 7, 8, 9, 10, 11, 12

Apostrophe in contractions

Demonstrate the concept of contractions with the help of a rubber band. Show students that when you stretch a rubber band it expands and when you release it, it contracts. This is the same thing we do with words – we are just making them smaller.

Write these words on the board:

I am	she will	cannot	have not	is not	you will	you have	would not	I will
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Demonstrate the contractions.

Cut out the *I / am* and replace it with an apostrophe (') *I'm*

She will = She'll *Cannot = Can't* *Have not = Haven't* *Is not – Isn't*

You will = You'll *You have = You've* *Would not = Wouldn't* *I will = I'll*

Activity

Ask students to write two sentences about what they can or cannot do. They might also want to write about what they do not know how to do or what they *would* and *would not* do. Encourage students to be creative. Example:

I can ride a bicycle. I don't know how to swim. I would like to climb Mount Everest

I can't bake cakes. I do know how to play the piano. I wouldn't like to eat frog pizza.

They should write one sentence with a contraction and one without a contraction. Now put the sentences of all the students in a box or a hat and randomly draw papers. Read the sentence aloud or write it on the board. Have volunteers write or say the sentence with or without a contraction. Then the class can guess whom the sentence is about!

IA Play the interactive activity on the Teacher's Portal

Resources: Interactive activity

<https://teachers.orientblackswandigital.com/>

Session 9

Vocabulary: Suffix

LO: 8

Write these words on the board

Careless Faultless Hatless Harmless Fearless Powerless Flawless Priceless Restless

Ask the students to explain what they notice about these words. Students will most likely say that these words end with "less."

Explain to students that they noticed a *suffix* on all of these words.

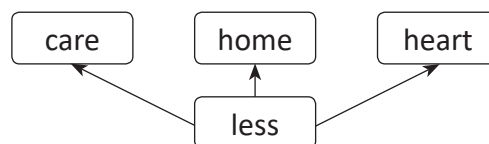
Explain that

- a suffix is a group of letters that comes after a root or base word.
- a suffix is a special group of letters because it can change the meaning of the root word and make it an entirely new word.

Point out that

- the root word is a word that is a word on its own.
- a suffix is a group of letters and not a word that can stand on its own

Explain how the meanings of these words change when the suffix *less* is added to them.



Brainstorm with the class for words with the suffix 'ful'.

Sessions 10–11

Speaking, Listening

LO: 9–10

Follow the inputs given in the Reader.

Sessions 12–13

Writing: Formal letter

LO: 11

Encourage students to discuss the following review questions in their groups and write down the answers:

Read carefully and analyse – Review

Current story ending:

Theme:

Plan – (Outline)

- Brainstorm alternative endings to the story – (begin near the climax of the story).
- Jot down how the new endings would be brought in step-by-step in your story.
- Choose the ending that is most convincing for you.

Remind students that the ending now is that Regulus warned his country and would go back to the enemy camp where he would face a cruel death.

Elicit answers from students by asking for ideas for *what if*. Discuss one with the class and allow groups time to brainstorm for more *what ifs*.

(Note: The examples given below are for the teacher’s guidance. Encourage students to use their own creativity.)

What Ifs

- What if Regulus did not go back to the enemy camp?
What if Regulus did not tell his country the truth and tried to save his own life?

Allow groups to discuss the *what ifs* and *what if analysis* for every story ending idea.

After this let students read all the ideas and individually choose one ending that they find the most convinced about. Have them work individually and plan an outline with the selected ending.

(21C: Creativity)

Follow up

 Scan the QR code for more guidelines on the writing concept

<https://teachers.orientblackswandigital.com/>

Sessions 14–15

Pronunciation, Connect with: The Big Question, Project

Follow the inputs given in the Reader.

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

A Hero's Word

A. Choose the correct option.

1. Why did the war between Rome and Carthage last for several years?
 - a. The Carthaginians surrendered quickly.
 - b. Neither side was able to win easily.
 - c. The Romans were much weaker than Carthage.

Ans: b

2. What did the rulers of Carthage ask Regulus to do?
 - a. Tell the Romans the Carthaginian army was a strong army
 - b. Lead the Carthaginian army and win the battle
 - c. Lie about the war and convince Rome to make peace

Ans: c

3. What does Regulus's decision to return to Carthage tell us about true leadership?
 - a. A leader should never surrender, no matter the situation.
 - b. True leaders keep their word, even at great personal cost.
 - c. The best leaders always change their minds for their benefit.

Ans: b

B. Read the lines and answer the questions.

1. "We should like to make peace with the Roman people," they said, "and we are sure, that, if your rulers at home knew how the war is going, they would be glad to make peace with us..."
 - a. How did the Carthage rulers try to make peace through Regulus?

- b. What does this tell us about the Carthage rulers' approach to solving problems?
- c. What lesson can we learn from this?

Ans: a. The Carthage rulers sent Regulus, a captured Roman general, back to Rome to negotiate peace, hoping he would persuade the Romans to accept their terms.

b. It shows that they tried to use Regulus as a tool to achieve their goals instead of negotiating honestly and fairly. c. The best way to make peace is through honesty and fairness rather than manipulation or using others for personal gain.

2. "The rest will be taken care of," said Regulus.

- a. Who is Regulus, and in what situation did he say this?
- b. What does this statement reveal about Regulus' character?
- c. How does this reflect Regulus' trust in the future?

Ans: a. Regulus was a brave Roman general. He said this when he accepted his fate, showing his trust that his country and family would be safe even in his absence.

b. It shows that Regulus was brave, selfless, and had great confidence in his people. He believed that others would continue his work and that doing the right thing would lead to a good outcome. c. Regulus believed that his sacrifice would not be in vain. He believed in the strength of his country and the people he left behind, showing his strong faith in justice and duty.

C. Answer the questions.

1. Why do you think Regulus "never broke his word"? How does that quality make someone a good leader?

Ans: Regulus' quality of being honest and loyal gained trust among the people and consequently they found it easy to follow his example.

2. Why do you think the rulers of Carthage wanted Regulus to speak to the Roman rulers for them instead of sending a message themselves?

Ans: The people of Carthage wanted Regulus to speak to the Romans because he was a respected Roman leader, and the Romans might listen to him more than to messengers from Carthage.

3. What does Regulus' choice teach us about responsibility and keeping promises, even when it is hard?

Ans: Regulus' choice teaches us to keep our word and do what is right, even if difficult or painful, as it makes us truly honourable.

D. Think and answer.

Why do you think Regulus is remembered as a great leader, even though he lost battles and died in prison?

Ans: Regulus showed honesty, loyalty, and courage, which are more important than winning every battle. He kept his promises and thought of his country before himself. It is for these qualities that he is remembered as a great leader, even though he lost battles and died under captivity.



STUDENTS' BOOK ANSWER KEY

A Hero's Word

Pre-reading

Free response.

Comprehension

- A.** 1. general 2. Carthage 3. word 4. prison 5. afraid
6. win 7. courage 8. death 9. goodbye 10. duty
- B.** 1. b. 2. a. 3. b. 4. a.
- C.** 1. *Free response.*
2. No, Regulus keeping his word does not make him weak. In fact, it shows great strength of character. He chose to return to prison in Carthage, even though he knew he might face death. This shows honour, courage, and loyalty to his country and to his own word.
He does not do exactly what the rulers of Carthage told him to do. They expected him to convince Rome to make peace, but instead, he advised Rome to continue the war, because he believed it was the right thing for his people. This proves he was not simply following orders, but acting with integrity and bravery.

Grammar

- A.** 2. Ali shouldn't go out when he's ill.
3. The girls' bags were kept in another coach.
4. The section for women's clothes is on the other side.
5. Thomas' friends can't visit him on Sunday.
6. They weren't going to Dev's house yesterday.
- B.** 2. its 3. It's 4. its 5. It's

Vocabulary

2. heartless 3. careless 4. helpless 5. restless
6. useless 7. priceless 8. sleepless

Word Attack

Sample answers: Say it loud and clear, leave no room for doubt, break it down, get the point across, call it like it is

Speaking

Free response

Listening

1. F 2. F 3. F 4. T 5. F

Writing

Free response. Sample answer: I would have liked the story to end with the rulers of Carthage deciding to let Regulus go back to Rome. Regulus reunites with his family and becomes a hero in his city. The war still ends with Rome winning, but Regulus lives to see peace and is remembered as a great and wise leader.

Spelling

1. arrow 2. doom 3. battle 4. nozzle 5. cooker 6. thrill

The Big Question

1. *Free response.*
2. *Free response. Sample answer:*

It is fine to break a promise if...	It is not fine to break a promise if...
1. keeping the promise is going to cause harm.	1. you don't feel like keeping the promise.
2. an emergency or something serious happens.	2. someone is relying on you.
3. you made the promise without knowing all the facts.	3. you dislike the person you made the promise to.

WORKSHEETS

A HERO'S WORD

GRAMMAR

Name of Student: _____

Class: _____

A. Complete these sentences with its or it's.

1. _____ going to rain later this afternoon.
2. The tree lost all of _____ leaves during the storm.
3. The dog licked _____ muddy paw after playing outside.
4. _____ a beautiful day to go for a walk.
5. _____ important to complete the examination on time.

B. Place the apostrophe in the correct position in these sentences.

1. The cars broken window.

2. The students chairs have been polished recently.

3. The womens tennis team performed very well this year.

4. All the little girls books have arrived.

5. The dogs bark was worse than its bite.

6. The childrens section is on the first floor.

A HERO'S WORD

VOCABULARY

endless

fearless

careless

speechless

Complete these sentences using the correct words from the box.

1. The firefighter was _____ when rescuing people from the burning building.
2. She was _____ and forgot to lock the door before leaving.
3. When he heard the surprising news, he was _____.
4. The walk seemed _____ as the path stretched into the horizon.

Name of Student: _____

Class: _____

Tell students to think of two of their favourite stories / fairy tales. Write alternate endings for these stories.

[illegible]

ANSWER KEY TO THE WORKSHEETS

A Hero's Word

Answer key to the grammar worksheet

- A. 1. It's going to rain later this afternoon.
2. The tree lost all of its leaves during the storm.
3. The dog licked its muddy paw after playing outside.
4. It's a beautiful day to go for a walk.
5. It's important to complete the examination on time.
- B. 1. The car's broken window
2. The students' chairs have been polished recently.
3. The women's tennis team performed very well this year.
4. All the little girls' books have arrived.
5. The dog's bark was worse than its bite.
6. The children's section is on the first floor.

Answer key to the vocabulary worksheet

1. fearless 2. careless 3. speechless 4. endless

Answer key to the writing worksheet

Free response

LESSON PLAN

Poem: The Flint

Subject: English

Teacher's name:

Class: V

CURRICULAR GOALS

Reading

CG1: C-1.1 Converses fluently and meaningfully in different contexts

CG1: C-1.2 Summarises core ideas from material read out in class

CG2: C-2.1 Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts

CG2: C-2.2 Understands main ideas and draws essential conclusions from the material read

Vocabulary

CG-4: C-4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts

Lesson Objectives (LO)

1. Read and recite the poem with correct expression and pronunciation.
2. Identify and describe different precious stones and their characteristics.
3. Infer the message of hidden value and inner strength.
4. Identify the literary devices.
5. Draw connections between the poem and real-life values.
6. Express creativity by visualising and drawing.

NCF/NEP FEATURES

21C skills: Critical Thinking, Communication, Collaboration

Integrated Learning

Multiple Intelligence

Assessments



Assessment for learning



Assessment as learning



Assessment of learning

Resources

- Textbook
- Smartbook (<https://teachers.orientblackswandigital.com>)

Scope

- Warm Up (pre-reading)
- Reading
- Post-reading
- HOTS (Higher Order Thinking Skills)
- Interactive activities; PPT; Animation
- Assessments (AFL; AAL; AOL)



Rationale / Purpose

Summary: The poem *The Flint* compares beautiful and valuable stones like emeralds, rubies, sapphires, diamonds, and opals with a simple flint. Even though these stones are lovely, the poet highlights that the ordinary flint has a special power—it can make fire.

Sessions 1–2

Warm Up (Pre-reading)



Ensure complete student-participation from students. Show pictures of the following stones and gems: *emerald, ruby, sapphire, opal, flint, diamond*

Draw students into a discussion and elicit answers from them: *Which stones look expensive or beautiful? Which one looks simple or plain? Do you think a plain-looking stone like a flint could be more special than a shiny diamond? Why?*



This activity sets the tone for the poem.

(21C: Critical Thinking)



Play the Presentation on the teacher's portal

Reading

Teaching Strategies: *Think-Pair-Share, Discussion Visual representations (AAL, AOL), Exit slips (AOL)*
Language – development
Higher-Order-Thinking

LO: 1–6



Let students listen to the audio track. / read the poem aloud with expression.



Think-Pair-Share

Thought-provoking question: *Which is more important — beauty or usefulness?*

Let students think quietly, discuss with a partner, and share with the class.

Language – development (Vocabulary) – to be discussed during the course of the reading section

Whole class Activity

Discuss the underlined words / phrases in context with the prompt questions:

- A flint lies in the mud. *What do you think the poet means by saying, ‘a flint lies in the mud’ while other stones are described as bright and colourful?* (It suggests that flint is not shiny or attractive like the other gemstones, but is plain and often found in the ground.)
- A diamond is a brilliant stone, *What do you think the poet means when they call the diamond ‘brilliant’? How is a diamond different from the other stones in the poem?* (To show that “brilliant” describes the diamond’s brightness and its ability to reflect light, making it shine more than the other stones)
- To catch the world’s desire; *What do you think the poet means by saying the diamond ‘catches the world’s desire’? Why might people all over the world want a diamond?* (Encourage students to think about how “desire” means a strong wish or longing for something, and in this context, it shows that diamonds are greatly desired and admired by many people because of their beauty and value)
- An opal holds a fiery spark; *What do you think an opal is, and why does the poet say it holds a ‘fiery spark’ inside?* (Opal is a gemstone, with bright, colourful flashes of light seen inside the stone. The poet uses these words to show that, although the opal may look plain from the outside, it contains beautiful, shining colours inside—almost like it has a small fire or light within it.)



Teaching Strategy: *Visualisation and Drawing, Discussion* (Multiple Intelligence—Visual-spatial)

As you read the poem again tell students to draw or colour each stone based on the poem's description. Encourage students to share their personal interpretations. Guide students with the interpretation of the poem with these questions:

What do you think is the poet's reason for comparing precious stones to natural things like grass, blood, and heaven? (So that readers can easily imagine their colours by thinking of things they see every day)

Why do you think the poet ends the poem with the line, "But a flint holds fire"? (To show that even though a flint looks ordinary, it has great hidden strength and power inside)



Taking it further (HOTS)

- *The opal "holds a fiery spark," but the flint "holds fire." What is the difference between a spark and fire?* (A spark is small and short-lived, but fire is strong, powerful, and lasting.)
- *Can you remember a time when something or someone simple, turned out to be really special to you?* (Encourage students to reflect and share.) (Social Emotional Learning)

Literary Devices

Simile: compares two things (*An emerald is as green as grass, A ruby red as blood...*)

Imagery: descriptive words to picturise things (*green as grass, red as blood, blue as heaven*)

Contrast: beautiful, shiny gems with something plain and dull — the flint

Symbolism: hidden strength or hidden value representing inner potential

Post-reading



A Recap by playing the animation.



Exit Slips

Encourage each student to write and then share their thoughts with the class.

1. *If you had to choose between a diamond and a flint, what would you choose and why?* (Encourage students to think beyond beauty, to relate the poem to real life, to think about usefulness, hidden strength, and purpose)
2. *One thing they learned from the flint*

Session 3

Comprehension

LO: 1– 6

Discuss the answers to the questions.

- The qualities of some gems and precious stones
- The comparisons made to describe the flint
- The message conveyed in the poem
- The readers preferences in choice

Session 4

Going Further

Discuss the answers to the questions.

Encourage students to research about

- the flint stone.
- Prometheus bringing fire to humans.
- the practical value of the flint.

(21C: Critical Thinking; Integrated Learning, Science)

Teacher's Observation and Notes

Which part did the students enjoy the most?

What needed more explanation?

What do I need to reinforce?



QUESTION BANK WITH ANSWER KEY

The Flint

A. Choose the correct option.

1. Which gemstone is described as “shining as blue as heaven”?
 - a. Sapphire
 - b. Emerald
 - c. Opal

Ans: a

2. How is a flint described in the poem?
 - a. It holds a fiery spark.
 - b. It lies in the mud but holds fire.
 - c. It is rare and valuable.

Ans: b

3. What is the main contrast between a diamond and a flint in the poem?
 - a. A diamond is rare, but a flint is common.
 - b. A diamond shines brightly, but a flint holds hidden fire.
 - c. A diamond is dull, but a flint is shiny.

Ans: b

B. Read the lines and answer the questions.

1. *A diamond is a brilliant stone,
To catch the world's desire.*

- a. What does the poet mean by calling a diamond a "brilliant stone"?
- b. Why does the poet say that a diamond "catches the world's desire"?
- c. How does the idea of a diamond contrast with the flint mentioned later in the poem?

Ans: a. The poet means that a diamond shines brightly and is highly valued for its beauty and sparkle. b. The poet suggests that diamonds are admired and desired by people all over the world because of their rarity, beauty, and high value. c. While a diamond is admired for its external brilliance, a flint appears dull and ordinary but holds a hidden power that can create fire. This contrast highlights the theme that true value is not always based on outward appearance.

2. *An opal holds a fiery spark;
But a flint holds fire.*

- a. What does the poet mean by saying that an opal "holds a fiery spark"?
- b. According to the poet, how is a flint different from an opal?
- c. What can we learn from comparing an opal and a flint?

Ans: a. The poet means that an opal has a colourful, glowing appearance that looks like tiny sparks of fire inside the stone. b. While an opal only has the appearance of fire, a flint can create actual fire when struck. c. An opal's spark may be admired, but true strength is seen in a flint which can create fire.

C. Answer the questions.

1. How does the poet show that something plain and unnoticed can have great power and value inside?

Ans: The poet shows that something plain and unnoticed can have great power and value inside by comparing a dull flint to precious stones.

2. What do you think is the poet's reason for comparing precious stones to natural things like grass, blood, and heaven?

Ans: The poet compares precious stones to natural things so that readers can easily imagine their colours by thinking of things they see every day.

3. What lesson does the poet want us to learn?

Ans: The poet wants us not to judge by appearance, and that true value is often hidden.

D. Think and answer.

How does the poem change the way we think about what is valuable?

Ans: The poem teaches us that a thing's value is not just about how it looks or how expensive it is. Beautiful gems like diamonds and opals are admired for their beauty, but a simple flint, even though it is not beautiful, can be very useful because it can make fire. This shows that what looks beautiful may not be useful.



STUDENTS' BOOK ANSWER KEY

The Flint

Comprehension

A. 1. T 2. F 3. F 4. T 5. F 6. T

- B.**
1. a. Sapphires are dazzling and bright blue, while the flint is a common and boring stone found in the dirt.
b. There is a huge difference between the two stones, the poet says they are as different as land and sky, by describing them.
 2. a. Diamonds are a brilliant stone because they are shiny, beautiful and attractive. They are very expensive because of this.
b. Flintstones are not as rare and beautiful as diamonds. They are common and dull looking.
 3. a. The world desires beautiful and valuable things, such as gemstones.
b. The flint is more useful as it can be used to start fire.
 4. a. The flint can be used to start fire, by striking two stones together to create sparks. It holds the potential to start a fire.
b. The poet compares the flint's fire to the fiery/glowing appearance of an opal.

- C.**
1. The poet compares flint with precious stones to show that something plain or dull-looking, like a flint, can still have great power and value. Flint may not look beautiful like a diamond or ruby, but it can create fire, which is very useful. This teaches us that true worth is not always about appearance.
 2. *Free response.*
 3. The poem teaches us that something doesn't need to be shiny or expensive to be valuable. Even a simple stone like flint has great importance because it can make fire. The message is that it is what's on the inside that matters. The value of things is based on how useful they are, and not on what they look like.

Appreciating the Poem

1. The poem compares the gems to other things in nature, this helps the viewer imagine and visualise the gemstone better. Even without knowing anything about the gemstone, the reader can visualise the gemstones based on the graphic comparisons the poet makes.
2. *Free response.*

Vocabulary

Answers may vary, accept all logical answers. Sample answers:

2. fascinating/famous
3. melodious/merry
4. lonely/large
5. soothing
6. triumphant/thunderous

Going Further

Free response. Sample answers:

1. A flint creates fire by striking it against a hard surface or another flint, which causes tiny sparks to fly. These sparks can light dry grass, leaves, or tinder on fire. Other ways to create fire include rubbing sticks together, using matches, lighters, or even focusing sunlight through a magnifying glass.
2. Knowing how to start a fire is important because fire gives us warmth, light, and protection. It helps us cook food, stay safe from wild animals, and survive in cold weather. In the story, Prometheus gave humans fire to help them live better and grow stronger.
3. Yes, something simple like flint can be more useful than something expensive. For example, a pair of comfortable shoes that you can walk in are more useful than uncomfortable beautiful shoes. So, sometimes simple things have more practical value than expensive things.

SAMPLE COMPREHENSION PASSAGE WITH QUESTIONS AND ANSWERS

Read the Passage.

The dog ran in big, happy circles around the garden, his tail wagging like a helicopter. Sally could not stop laughing as he bounced through the grass, his ears flopping and his tongue hanging out. She had never seen a dog so full of joy. It was like he had been waiting his whole life just to play with her.

For the first time in a long while, Sally felt light inside, as if the clouds had lifted. The dog, who had no name and no home, seemed to understand her better than anyone else. He did not need words. His happy bark and gentle eyes said it all — I'm here, and I care.

Sally sat down in the grass, and the dog curled up beside her. She smiled and whispered, "Maybe I'll call you *Homeless*, but only because you helped me find home again."

A. Answer the following.

1. What was the dog doing in the garden, and what made Sally laugh at the dog?

2. What made the dog special to Sally? Why did she think of naming the dog 'Homeless'?

3. *For the first time in a long while, Sally felt light inside, as if **the clouds had lifted**.* What does the phrase in bold mean in this context?

B. Choose the correct option.

1. What does the dog's tail wagging "like a helicopter" suggest?
 - a. The dog wanted to fly.
 - b. The dog was very excited and happy.
 - c. The dog was trying to cool down.
2. What does the name 'Homeless' really mean to Sally?
 - a. The dog has no home and no owner.
 - b. The dog helped her feel at home inside her heart.
 - c. The dog ran away from his home.
3. What message does the passage give about friendship?
 - a. Friendship is only with people.
 - b. Even silent companionship can bring great comfort.
 - c. Only dogs can be true friends.

Answer Key

- A. 1. The dog was happy and running in circles in the garden. She laughed because she had never seen a dog so full of joy as he bounced through the grass, his ears flopping and his tongue hanging out.
2. The dog brought joy to Sally, without using words. He seemed to understand her better than anyone else and helped her feel as though she was home again.
3. 'The clouds had lifted' means Sally was not feeling sad anymore. She started to feel happy and free.
- B. 1. b 5. b 6. b